



National Education Reports in Selected European Countries

Austria
Germany
Luxembourg
Norway
Scotland
Switzerland



SKBF | CSRE

Schweizerische Koordinationsstelle
für Bildungsforschung

Centre suisse de coordination pour
la recherche en éducation

Centro svizzero di coordinamento
della ricerca educativa

Swiss Coordination Centre for
Research in Education



CIDREE

**Consortium of Institutions for Development
and Research in Education in Europe**

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www.skbf-csre.ch
Entfelderstrasse 61
5000 Aarau
info@skbf-csre.ch

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Authors:

Simone Breit, Saya Gurtner-Reinthal, Tonje Haugberg, Thomas Lenz, Konrad Oberwimmer, Jessica Ordemann, Chantal Oggenfuss, Gary Sutton, Stefan C. Wolter

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In most European countries governments have the obligation to ensure the high quality and accessibility of the educational area. In these countries monitoring the quality of the national education system as a whole is an important means of fulfilling this mandate. It serves the purpose of gathering, compiling and analysing long-term information about all levels and the transitions between the levels of the education system as well as about its environment in a systematic and scientifically sound manner. Some of these countries know a national education report (covering all levels of the education system, excluding school evaluation reports), where it is a key pillar in evidence-based education policy.

In this context Switzerland held a CIDREE¹ expert meeting in 2016 with experts on national education reports from Austria, Luxembourg, Norway, Scotland and Switzerland. The participants provided country-specific detailed information on their national education report based on a questionnaire agreed upon at the expert meeting. The SKBF merged these descriptions into a comparative view, which was presented at a second meeting in Edinburgh in 2017 held by the Scottish Government. On the one hand, this presentation was regarded as a quality control because the feedback from the experts present was incorporated into the comparative work and thus provided an opportunity to highlight and discuss the different concepts of the national education reports. On the other hand, the presentation was an opportunity to share the knowledge with other CIDREE countries and promote CIDREE activities beyond the member institutions: In addition to the six countries that took part in the initial meeting in 2016, those responsible for the education report in France and the Netherlands and a representative from Ireland attended the second meeting. As a non-CIDREE member, the expert responsible for the German Education Report from Germany participated as well.

The present documentation provides a brief description of each education report from Austria, Germany, Luxembourg, Norway, Scotland and Switzerland. The second part contains the comparative overview, which includes the six countries mentioned as well as France.

¹ The authors thank CIDREE for the generous financial support that made the meetings and workshops possible. CIDREE is the consortium of institutions for development and research in education in Europe.

The Austrian National Education Report

Konrad Oberwimmer, Sasa Gurtner-Reinthal and Simone Breit

Overview

The Austrian National Education Report is a statutory mandate of the BIFIE (Federal Institute for Educational Research, Innovation & Development of the Austrian School System) and is commissioned by the Austrian Federal Ministry of Education.

The official target group of the report is the Ministry of Education and the national parliament. A main goal of the report is to provide a basis for evidence-based policy and the public and scientific discussion about the school system and its development. Further target groups are all relevant stakeholders in the education system, federal and state ministries and administration, legislative bodies, school supervision, educational associations, politicians, scientists, journalists and the interested public.

Since 2009 the report has been published every three years. This periodicity is set by law. Up until 2014, it was in accord with the assessment of the educational standards (Bildungsstandards), which in the meantime has changed to a five-year cycle.

The coverage of the Austrian National Education Report was shaped by the responsibilities of the former Ministry of Education, which was not responsible for pre-primary or tertiary education. The report thus focuses on the primary and secondary level of the Austrian education system. The other educational levels are only reflected in the report where an overall perspective on the system is necessary.

The report is split into two volumes. The first volume of the report depicts context, resources, processes and results of the school system as well as the transition to the labour force and the school system's general impact on society by means of statistics (in the sense of mere coefficients) and indicators (relating to a defined goal). In the second volume, different subjects of education and education policy are covered by in-depth analyses of educational and social scientists from various institutions.

The split into two volumes allows to continuously report on the state of the school system and to address current issues of the education system in a flexible way. The centre of analyses thus can change from year to year, while the monitoring is continuous. The two-track approach aims to ensure that discussions can build on a reliable brief and common basis of facts (indicators), but also address in-depth areas of current debates. The report is printed in 1.500 copies, about 750 of them are sent to a list of key stakeholders in the system, while remaining copies are distributed at special events or provided to additional stakeholders that request them. Both volumes of the report are published on the BIFIE website. Additionally, the data presented in the first volume are provided for download and further use. A number of events at different institutions in several regions of Austria promote the National Education Report.

Volume 1: Indicators

The BIFIE takes main responsibility for the production of the first volume in cooperation with two co-editors from the IHS (Institute for Advanced Studies), an institute for economic research. In a review-style manner, the first volume of the report aims to give a solid and comprehensive view of the current state of the educational system based on indicators. With this in mind, the report collects and presents a wealth of information, numbers, figures and analyses of different sources, and complements this review with own work in aspects not sufficiently covered.

The volume contains results from almost all available education data sources:

- administrative data on enrolment and school progression, on teachers and staff and on education finance;
- data from national labour force surveys and registers on educational attainment;
- data from the regular national assessment of the educational standards (Bildungsstandards) as well as data from international large-scale assessments (PISA, PIRLS, ...);
- international data (mostly aggregated) as published by EUROSTAT or OECD.

Even though the first volume presents some indicators that are new or unique to the report, the main goal is to bring together the relevant data sources in one place to provide stakeholders with an overview of statistical knowledge. This may help to get a bigger picture that is not provided by the fragmented reports on different studies and survey reports.

About 80% of the indicators are retained in every cycle, whereas 20% are dropped or added in order to reflect the current issues in educational debate and policy-making.

Volume 2: Essays

For the preparation of the second volume, the BIFIE established a board of editors consisting of two researchers from the BIFIE and four researchers from other institutions. The editors select groups of researchers from different Austrian research institutions as authors of the analytical essays. The production is co-ordinated by BIFIE.

In a preceding process the subjects of education and education policy in Austria, that require or suggest a more intense and in-depth coverage, are identified. The results of a survey of stakeholders (federal and state ministries and administration, legislative bodies, school supervision, educational associations, politicians and scientists) build the basis for the discussion and following definition of the subjects, which constitute the chapters for the second volume of the report. Each chapter outlines the state of research with regard to the respective topic, depicts the situation in Austria enriched with own analyses, and closes with specific recommendations to the political management. The last edition (2015) of the second volume of the National Education Report covered eight different topics concerning the Austrian school system – which for instance referred to the primary school and its status as one chapter or to funding and governance aspects of the school system as another chapter. The authors are researchers with expertise in the respective fields. They generally belong to different Austrian institutions, such as universities, teacher training colleges or state institutions. In 2015, 34 authors contributed to the second volume and represented nearly 20 different institutions.

The authors of the essays are free in their choice of data and evidence. For about half of the essays the authors receive small research grants to conduct special surveys or targeted research in order to fill data gaps. Besides, the BIFIE conducts specific analyses to supply the authors with data from the national or international assessments or enrolment statistics. Though the presentation of information within the essays is not fully standardized, each essay should provide actual data on the subject and depict research gaps in the specific field. In addition, the authors build on extensive literature reviews, resulting in citation of over 700 references in the last edition.

Future developments

A legislative act from 2017 (Bildungsreformgesetz) suggests that by 2021 the National Education Report will in part be written by the Ministry of Education itself. The ministry is obligated to deliver an education controlling report (Bildungscontrolling-Bericht) based on school quality reports (Schulqualitätsberichte) by the nine federal Educational Directorates (Bildungsdirektionen). It is at present unknown in what manner the reports will be intertwined.

The German National Education Report

Jessica Ordemann

Basic information about the report

The German National Report on Education is published every two years. The report is authored by a group of renowned scientists from all over Germany. The coordination of the report is assigned to the German Institute of International Educational Research (DIPF) and the authoring partners further include the German Youth Institute (DJI), The German Centre for Higher Education Research and Science Studies (DZHW), The Leibniz Institute for Educational Trajectories, the Sociological Research Institute Göttingen (SOFI), the Federal Statistical Office and the statistical offices of the Länder. It is advised by a political and scientific steering committee.

The German National Report on Education encompasses information about structural information on changes in society and investments in the education system as well as information about all parts of the education system; from pre-school to yields on education in adulthood. Each cycle puts a focus on a special topic, which is determined by the steering committee, and has contained such topics in the past as the yields on education (2018), education and migration (2016, 2006), cultural education (2012), people with disabilities in the educational system (2014), demography (2010) or transitions (2008).

The report is to give a descriptive, analytical and evaluative overview of the requirements for education, educational pathways and results and to name central trends and problems in the German education system from a macro perspective. This way it will honour the importance of education in the public discourse but will also trace main educational trends within the indicator-based data.

Idea/philosophy of the report and rationale

It is the idea behind the German National Report on Education to have a holistic perspective on education over the lifespan which offers possibilities to compare its results regionally and internally – so far indicator-based data (meaning continuously available and representative data) is available. This broad approach was of special interest for the state and Länder because comprehensive trends and relations between the sectors of education can be taken into account. The main focus lies on the system (nationwide and compared by Länder) and its parts, combining institutional and individual information on education.

Future developments

The German National Report on Education is entering a phase of continuity and renewal at the same time. The existing indicator framework will be further strengthened through rigorous research and development. At the same time innovations will be approached. During the last cycle, e.g. the special topic of yields on education left the realm of descriptive information and introduced elaborate methods such as multivariate modelling and simulations. It is planned to partially extend this design to other chapters of the report. The next couple of years will furthermore focus on the dissemination of the knowledge to the interested public. A first step was taken by introducing infographics to highlight the core information in the roundup of each chapter and in publishing a special brochure with that core information on 25 pages.

Educational Reporting in Luxembourg

Thomas Lenz

The first Education Report («Bildungsbericht») published in 2015 by the Luxembourg Ministry of Education and the Faculty of Language and Literature, Humanities, Arts and Education (FLSHASE) was an extensive study on institutionally grounded education in Luxembourg. From preschool to university, the education system was closely examined using a multimethod approach. Following the idea of lifelong learning, it considered all sectors of the educational system.

35 researchers from the university of Luxembourg described what exactly influences educational trajectories in the Grand Duchy. This first report had a focus on social inequalities and the problems associated with the plurilingualism in Luxembourg - two factors that are heavily intertwined and influence each other when it comes to educational success or failure: The socioeconomic status of a family for example has a great influence on a child's educational success. There is also a correlation between success at school and the language background of a child, since children who do not speak one of the three national languages at home must successively learn Luxembourgish, German and French to make it through the education system.

The national Education Report does not want to give direct recommendations for political measures, but the findings can help to identify the areas and the problems that need to be tackled in the future. The Education Report was very positively received within the Luxembourgish society and it helped to promote an informed debate on educational topics in politics and society. In the future it will be published every three years and it will continue to provide science-based information about the general conditions, features and results of education processes in Luxembourg. The three-year publication cycle matches with the updates of the national assessment reports and the PISA reporting. The report is aimed at the general public and tries to avoid an overly scientific language. The main purpose of the report in Luxembourg is to provide well-prepared and well-presented information on the education system for the general public.

The report presents a macro perspective of the education system by combining findings from statistics, research and administration to an overall picture. And it includes a more micro perspective by presenting selected findings of scientific studies in certain areas.

The Education Report on Luxembourg is not an indicator report, which is characterized by a regular update of a set of indicators. The university of Luxembourg favoured a report in which current issues could be included and which heavily relies on educational research done at the university. The report combines data from the official education statistics and the data from the national assessments with in-depth scientific analysis of certain topics.

Topics like «social inequality» and «multilingualism», which shape the educational landscape of Luxembourg in a very specific way, will be covered on a regular basis. The steering committee of the «Bildungsbericht» decides about the preliminary concept of the report and on which authors should contribute. The authors are free to write their essays or article as they please.

In the future the educational report will be integrated into the overall structure of the Luxembourg Centre for Educational Testing (LUCET) at the university of Luxembourg.

The extended LUCET's overarching mission can be defined as pooling R&D in educational measurement, coordinating educational research and facilitating evidence-based decision-making in education. Concretely, the LUCET will handle three interconnected portfolios of mission-oriented research:

- monitoring – assurance of the Luxembourg school monitoring programme (Épreuves Standardisées) and setup of a unique longitudinal database, national analyses and reporting of international large-scale studies (e.g., PISA), and UL course evaluations
- school development – coordination of nationally embedded educational research at the UL, facilitation of didactical and curricular development and publication of a periodical research-based integrative report (Bildungsbericht) on the state of national education
- diagnostics and testing – development of tailor-made scientifically valid (digital) diagnostic and intervention instruments (for large-scale and/or individual use) for children with special education needs, assurance of large-scale cognitive testing, and UL language and admissions testing.

The Education Mirror – Norway

Tonje Haugberg

The Education Mirror is an annual publication presenting statistics and analyses of kindergartens, primary and secondary education in Norway. Facts, learning outcomes and pupils' wellbeing are the main topics. It provides an annual update of figures and research on key issues surrounding the educational institutions. Most of the content is published earlier, both as short articles and in the web-based statistical tools run by the Directorate (The School portal and the Statistics Portal). The Education Mirror has existed since 2004. In 2017 it was published as a digital version only.

Idea/philosophy of the report and rationale

The Education Mirror is an important element of The Norwegian system for Quality Assessment established in 2004. The reasoning behind the system is formulated in the Norwegian Parliamentary White Paper «Culture for Learning» (2004). The system introduced several tools to make it possible for schools, local school authorities to evaluate performance and develop strategies. The system also included mandatory national student assessments, user surveys and a web-based quality platform (The School Portal).

The main purpose of the report is to provide a knowledge base for quality improvement and political decisions by presenting facts and analysis of the education system. The report also serves as a template for local authorities as to how to use statistics to assess and improve quality.

Future developments

Following the 2017 version of the Education Mirror, we conducted an evaluation of the report, mostly by analysing traffic data. We also carried out a service design project, exploring the use of statistics and user needs in general. One of the conclusions from the evaluation is that the Education Mirror, in its current format, does not meet the needs of the users.

Inspired partly by the user insight processes and also by the work in the CIDREE group, we decided to change the concept of the Education Mirror quite radically. The «new» Education Mirror will consist of two different parts/volumes:

Part 1 will serve as a common access point to all statistics we publish at udir.no/statistikk. It will be a text-based summary of the last school year, presenting some key figures and diagrams. It will be much less comprehensive than the previous versions of the Education Mirror.

Part 2 will focus on a narrow subject, addressing some key questions about the achievement of important objectives. The aim is still to be a knowledge base, but to go some steps further in actually addressing problems within the education system.

National Improvement Framework – Scotland

Gary Sutton

The Scottish Government launched the National Improvement Framework for Scottish Education in January 2016. The National Improvement Framework identifies four key priorities:

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people’s health and wellbeing;
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

The National Improvement Framework also sets out 6 key drivers for improvement which provide a focus and structure for gathering evidence which can then be analysed to identify where further improvements are required. The key drivers for improvement are:

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children’s progress
- School improvement
- Performance information

The links across these key areas are essential to enable continuous improvement. They are all equally important.

To report on progress towards achieving the priorities as set out in the National Improvement Framework, the Scottish Government annually publish an Evidence Report, which gives an overview of what is known about Scottish education and the context in which Scottish children and young people learn. The Evidence Report is produced in collaboration with other analysts, policy makers and colleagues from across the education sector (e.g. HMI inspectors, General Teaching Council for Scotland, etc).

The Evidence Report forms part of a wider public service planning and reporting landscape. It is intended to give citizens a view of the education system and of the work and performance of government, allowing them to assess the impact of government policies and actions; inform parliament about the state of the education system, giving a window on the work and performance of governments, to assess their policies’ impact; allow government and its agencies to carry out their business, making informed decisions based on evidence; give Ministers a current picture so they can develop and evaluate policies; provide schools, businesses (etc.) with the information to help them run effectively and efficiently; help analysts, researchers, scholars and students with their work; and also meet any international needs so people can compare data across countries.

The Evidence Report brings together information on pupils’ achievement, attainment and health and wellbeing from a range of existing data sources, such as the new Achievement of Curriculum for Excellence (CfE) Levels return (based on Teacher Professional Judgements), Scottish Qualifications Authority (SQA) Examinations, Pupil Census, Teacher Census, Attendance, Absence and Exclusions, Growing Up in Scotland Study, 27–30 month Child Health Reviews, School Leaver Destinations and Participation of 16–19 year olds, the OECD’s Programme for International Student Assessment (PISA), Scottish Health Survey, the Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS), and HMI inspections. Whilst these sources provide evidence on different aspects of the system, and use differing methodologies, together they give a broad picture of education in Scotland. Most of the information contained in the annual Evidence Report has already been published in standalone Statistical or Research Publications, produced either by the Scottish Government or by other organisations (e.g. Scottish Qualifications Authority (examination results), Information Statistics Division (child health reviews), Skills Development Scotland (16-19 year old participation), etc.).

Work is continually on-going to review the existing evidence base, and to develop new sources of information where required. For example, the Scottish Government are in the process of working with local authorities within the introduction of a new Health and Wellbeing Census of children in key stages of late primary and secondary schools. The purpose would be to have a much richer, more detailed and more comparable data source of the health and wellbeing of children and young people across Scotland, that would provide national and local information which would help all organisations to focus on those areas where more needs to be done.

The Scottish Government are also in the process of working with local authorities with the introduction of a new Parental Involvement and Engagement Census of parents/carers of children and young people being educated in Scotland's publicly funded schools. The purpose would be to have a much richer, more detailed and more comparable data source of what parents feel about their child's school and learning that would provide national and local information which would help all organisations to focus on those areas where more needs to be done.

The Evidence Report is currently published in electronic format on the Scottish Government website, and is downloadable. The Scottish Government are currently considering presenting the same information on a new interactive online dashboard. This would not only present the same information at a national level, but would enable stakeholders to interact more flexibly with the evidence (e.g. by looking at the evidence at a local level too).

Swiss Education Report

Chantal Oggenfuss and Stefan C. Wolter

With the referendum on the educational articles of the Federal Constitution in 2006, the Confederation and the cantons have jointly committed to guaranteeing a high level of quality and permeability in the Swiss education system within the framework of their respective competences. In the performance of this duty, the entire education system in Switzerland is systematically monitored and regularly evaluated. Knowledge is gathered and methodically processed to produce information of relevance for educational policy making at the system level. The Swiss Education Report is a central component of this national education monitoring process in which the Confederation and the cantons implement this new constitutional article (Art. 61a BV).

Education monitoring is not concerned with controlling the Swiss education system on the basis of a fixed grid of statistical indicators, but primarily with evaluating the system on the basis of empirically verified knowledge. The Swiss Education Report serves this purpose by processing statistical and administrative information according to various control criteria and interpreting it on the basis of existing research results. Every education report contains several hundreds of references to research articles relevant for the interpretation of statistical observations and policy decisions. In other words, educational monitoring is a process aimed at the systematic, scientifically sound and long-term collection, processing and evaluation of information on the Swiss education system and its context.

Generally speaking, the report has to fulfil two main objectives: first, every four years the report provides a central evidence base for decisions concerning the further development of the Swiss education system at national level. Furthermore, the findings of the education monitoring are incorporated into cantonal projects. Second, the education report provides information on knowledge gaps and provides information on how to improve the situation. Based on the report, the Confederation and the cantons agree on which knowledge gaps should be treated with priority. This is then fed into the four-year plan of the Federal Statistical Office and the research programmes and projects commissioned by the federal and cantonal authorities. In consequence, the report provides a data-supported basis for political decisions whose main audience are the mandating political authorities. Other target groups include all relevant stakeholders in the system, the media and a wider public.

After the first Swiss Education Report was published in 2010 (following the pilot publication of 2006), a comprehensive analysis phase was launched. While different, albeit closely aligned, objectives were pursued, this analysis provided the Confederation and the cantons with the information needed to establish a work programme comprised of strategic planning objectives and measures to develop the education system further. In addition, research and data gaps were identified and measures to fill these gaps were taken. Finally, parallels were drawn with reports from other countries. The joint agreement of the Confederation and the cantons on a set of common education policy objectives in 2011 represents the main result of the analysis phase of the first process cycle after the Swiss Education Report 2010. The results of this analysis phase were then fed into the Swiss Education Report 2014, which marks completion of the first full four-year cycle of the education monitoring process.

The structure of the report is such that it covers all educational levels from preschool to continuing education. All levels and types of education are assessed against the same three criteria: effectiveness, efficiency and equity. Each level and type of education is also described in its contextual conditions and its institutional setting. A structure based on educational levels has the advantage for the readers that they do not have to look for information about an educational level scattered over the entire report, but they get a compact picture of the respective types of education. A possible disadvantage of the structure according to educational levels and types of education is that educational effects, which generally do not depend solely on the education of a specific level, but the cumulative education over the entire educational career of a person, do not easily fit into the structure. In order to overcome this drawback, a special chapter on the cumulative effects of education is included in every report. This chapter treats all possible monetary and non-monetary effects of education at the micro and the macro level, like income, health, political participation and other

outcomes. In order to ensure maximum comparability of the reports over time, each edition of the Swiss education report is structured in the same way. One of the bigger challenges when compiling the information for a new education report is whether or not to give coverage to aspects that have been included in earlier reports. Based on the decision of the mandating bodies that the report for reasons of readability should not exceed 300 pages, new topics which repeatedly emerge and merit coverage have to substitute old topics that were covered in earlier reports. For this reason, only those aspects for which the development over time is informative and which are among the constant factors of education policy making are monitored on a regular basis.

It is also important to highlight that the educational report fulfills the scopes specified by the mandating authorities. A description of the education system, which is only published every four years, is not aimed at and cannot be aimed at providing the detailed basic statistics that are updated monthly by the Federal Statistical Office and other authorities. Similarly, the education report only covers educational topics if they primarily provide information on the assessment and strategic planning of the education system as a whole. This means, for example, that findings from research about teaching methods or styles can only be of interest for the education report if they are relevant for governing the system. If the research findings, however, are primarily intended to support the individual teacher's work, they will not be included in the education report.

A comparative view of seven European national education reports

Austria, France, Germany, Luxembourg, Norway, Scotland, Switzerland

Contracting authority(ies)

Federal / national ministry	Federal (national) ministry and regional authorities
AUT FRA LUX NOR SCO	CHE GER

Scope of the education report(s)

Entire education system	Entire education system with particular focus	Parts of the education system	Education system plus special topics
CHE GER	FRA LUX SCO	AUT NOR	AUT LUX
CHE: one chapter on «cumulative» outcomes GER: one special topic per report	FRA: 32 chapters-topics (statistics and comments) LUX: primary and secondary level SCO : differences between deprived and less deprived areas	AUT NOR: primary, secondary level and vocational education	AUT LUX: one statistical volume plus one volume with topical research essays

Periodicity: How often is the report published?

Every year	Every second year	Every third year	Every fourth year
FRA NOR SCO	GER	AUT LUX	CHE
Update of indicators and school reporting and statistics	Regular statistical updates of the indicators	Initially matched with national assessments that changed cycle in the meantime	Monitoring cycle – time needed to close knowledge gaps (research and statistics)

Stability of presentation over time

Stable	Rather stable	Changing
GER NOR	AUT FRA	CHE LUX
GER: Indicators approach (plus one special topic) NOR: Fixed structure plus one focus topic	AUT: Stability in the statistical volume; changing topics in the essay volume FRA: stable topics and changing topics (school climate, drop out students ...)	CHE LUX: no indicators, changing topics but stable criteria (effectivity, efficiency, equity, etc.)

Authorship

Intra-institutional (Ministry, agency, university)	Agency with external collaboration	Multi-institutional (consortium)
CHE FRA LUX NOR FRA	AUT SCO	GER
CHE: SCCRE FRA: Ministry of Education LUX: University and Ministry of Education NOR: Directorate of Education and Training	AUT: BIFIE and IHS and ca. 20 authors for the essay volume SCO: official author is the Scottish Government. Authors are analysts, policy makers and colleagues from across the education sector (inspectors, etc.)	GER: DIPF (coordinator) and (Federal) Statistical Offices, Universities and other institutions

Editorship: Responsibility for the strategic development of the report

Single institution(s) (authors)	Single institution (authors) with external quality control	Several institutions (outside authorship)
FRA GER LUX	CHE NOR	AUT SCO
FRA: ministry GER: several institutions represented in the authorship LUX: University	CHE: steering committee (State secretariat, cantons, Statistical Office) NOR: External researchers and stakeholders	AUT: Scientific Board, BIFIE and ministry SCO: Several ministries and agencies

Official target group(s)

Ministries of education	Local school administrations and schools	Researchers	Media and general public
AUT CHE FRA GER LUX NOR SCO	LUX NOR SCO FRA	SCO	LUX NOR SCO FRA

Unofficial target group(s)

Unions (teachers)	Local school administrations and schools	Researchers	Media and general public
AUT CHE FRA GER LUX NOR SCO	AUT CHE GER NOR	AUT CHE GER	AUT CHE LUX NOR

Consequences of different target groups

Non-scientific language, simplifications and special design of graphical presentations	Side notes with explanations	Fact boxes
AUT CHE GER LUX NOR	CHE NOR	FRA LUX NOR

Main sources of information

National (and international) statistics	National and international assessment tests	Research
AUT CHE FRA GER LUX NOR SCO	AUT CHE FRA GER LUX NOR SCO	AUT CHE FRA
	GER SCO: no information provided	AUT: Essay volume CHE: throughout the report FRA: not in the annual report but in a journal published by the DEPP (ministry department)

Other sources of information

Case studies	Commissioned research	International research
AUT CHE GER LUX	AUT SCO	CHE
AUT: used only infrequently in the authored chapters of volume II CHE: cantonal examples used if national data is missing GER: planned for causal interpretations LUX: research and case studies of the university are showcased	AUT: for the essay volume SCO : planned (e.g. health and wellbeing census of children)	CHE: for causal interpretations international research literature is used as reference point

Dissemination: Official Presentations

To mandating bodies (internally)	Media and press conferences	Individual presentations
AUT CHE FRA GER LUX NOR	AUT CHE GER LUX NOR	AUT CHE GER LUX
AUT : Formal acknowledgement by the parliament CHE : Presentation to all ministers prior to the press conference		GER: Individual presentation to «Länder» parliaments on demand

Dissemination: Language(s)

National languages only	National languages plus English
AUT FRA LUX	CHE GER* NOR SCO*
LUX: German with abstracts in French and English	* GER: translation is also made into Chinese * SCO: English is the national language

Dissemination: Physical production and accessibility

Print and digital	Electronic version only
AUT CHE FRA GER LUX NOR	FRA SCO
	SCO: Small number of paper copies

Evaluation and impact of the report

Systematic evaluation and policy programme	Not systematic	No response
CHE	GER	AUT FRA LUX NOR SCO
CHE: Political authorities evaluate the report and issue a strategy paper based on the report and an update of the monitoring programme	GER: «Knowledge about reception and effects of the report ... is poor. Nevertheless ... several measures ... in the past which can be linked to specific results of the reports.»	

Information and Contact

Austria

<http://www.bifie.at/nbb>
<http://www.bifie.at/nbb2015>

Contact:

Mag. Simone Breit (Head of department)
Mag. Saya Maria Gurtner-Reinthal (Researcher)
Mag. Konrad Oberwimmer (Project leader for Volume 1)
BIFIE – Federal Institute for Educational Research, Innovation & Development of the Austrian School System
Alpenstraße 121
A-5020 Salzburg
Mail: nbb@bifie.at
Phone: +43 662 620088

Germany

<https://www.bildungsbericht.de/en/the-national-report-on-education/education-in-germany>
<https://www.bildungsbericht.de/de/bildungsberichte-seit-2006/bildungsbericht-2016>

Contact:

Prof. Dr. Kai Maaz (Speaker of the Authoring Group)
Deutsches Institut für Internationale Pädagogische Forschung (DIPF)
Warschauer Straße 34–38
D-10243 Berlin
Mail: bildungsbericht@dipf.de

Luxembourg

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Contact:

Dr. Thomas Lenz
University of Luxembourg
Maison des Sciences Humaines
11, Porte des Sciences
L-4366 Esch-sur-Alzette
Luxembourg
Phone: +352 4666449688
Mail: thomas.lenz@uni.lu

Norway

<http://utdanningsspeilet.udir.no/2017/>

Contact:

Tonje Haugberg
Directorate for Education and Training
Schweigaards gate 15 B
0191 Oslo
Norway
Phone: +47 23301200
Mail: tonje.haugberg@udir.no

Scotland

<http://www.gov.scot/Publications/2017/12/2624>

Contact:

Gary Sutton
Scottish Government
Education Analytical Services
Area 2A North
Victoria Quay
Leith
Edinburgh
EH6 6QQ
Phone: +44 1312440945
Mail: gary.sutton@gov.scot

Switzerland

<http://www.skbf-csre.ch/en/education-report/education-report/>

Contact:

Prof. Dr. Stefan C. Wolter, Director
Swiss Coordination Centre for Research in Education (SKBF/SCCRE)
Entfelderstrasse 61
5000 Aarau
Switzerland
Mail: stefan.wolter@skbf-csre.ch